

Conversation Curriculum

Sleep Routines

Learning Objective: students will describe actions in a sequence, and describe their own actions, decisions and routines to others.

Lower Level	Beginning/Intermediate	Advanced
Next	After that	In the morning
Then	Before that	In the evening
Wake up	Fall Asleep	

Vocabulary – don't write the vocab on the board, just keep it in mind during the lesson and try to use it in conversation.

Before Class: Put the paper-clipped questions from the "They Do" envelopes into cups.

Warm up Activity (15 minutes): As they arrive, have students arrange the picture story from the envelope into a logical order, and have them be prepared to explain it to the class. Students may work in pairs or individually depending on class size.

I do/We do Activity (10 minutes): There are 15 frames in the story, have a student explain the first 5, another student the middle five, and another student the last 5.

- If there are differences in the order, resolve these with the class
- Take this time to clear up any issues they may have with vocab

They should be describing the actions in steps.

- There isn't a 'correct' order, but the steps should be logical and make sense
- The teacher then passes out the worksheet that shows the story in order with captions
- Ask students "what didn't the man in the story do?" (ex: brushing teeth, turning out the lamp, etc ...)

They do Activity (20 minutes): Students will then pair off and switch off asking each other questions from the cups about their morning and night routines.

- The teacher should ask each student to share one thing they learned about their partner.

Journal Writing (10-15 minutes):

- Respond to the teacher's response from the last journal entry
- How many hours do you sleep each night? Does this change on weekends?
- What rules do you have for your kids regarding bedtime and daily habits? Why?

